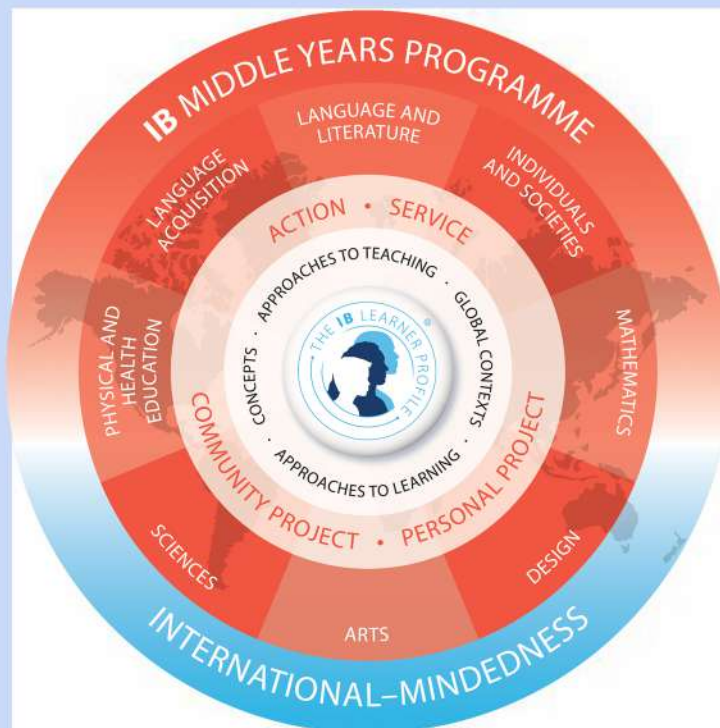




# Lincoln

Community School  
*Learn, Lead, Connect*

## Course Offerings Guide Grades 9 & 10 (with links)



Revised May 2018

Major Reference: *International Baccalaureate (ibo.org)*

### Overview:

MYP language and literature courses include a balanced study of genres and literary texts, including a world literature component. Students' interactions with texts generate moral, social, economic, political, cultural and environmental insights. Through their studies, students learn how to form opinions, make decisions, and engage in ethical reasoning.

### Assessment Criteria:

#### Criterion A: Analysing

Students demonstrate an understanding of the creator's choices, the relationship between the various components of a text and between texts, and make inferences about audience responses and creators' purposes. Students use the text to support their own responses and reflect on different perspectives and interpretations.

#### Criterion B: Organizing

Students understand and organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students recognize the importance of maintaining academic honesty, respecting intellectual property rights and referencing all sources accurately.

#### Criterion C: Producing text

Students produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and his or her audience. Students make choices aimed at producing texts that affect both the creator and the audience.

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#### Criterion D: Using language

Students develop, organize and express themselves and communicate thoughts, ideas and information. They use accurate and varied language that is appropriate to the context and intention.

### Courses Offered:

- English 9
- English 10

### Related Links:

- [MYP Overview of Language and Literature in the MYP](#)
- [Link to MYP Subject Brief](#)

## Group 2: Language Acquisition

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### Overview:

MYP Language Acquisition courses involve exploring and reflecting on the cultural perspectives of our own and other communities. Additionally these courses:

- are central to developing critical thinking and international-mindedness
- provide an intellectual framework to support personal development, cultural identity and conceptual understanding
- greatly contribute to the holistic development of students and to the strengthening of lifelong learning skills
- equip students with the necessary multiliteracy skills and attitudes to communicate successfully in various global contexts.

### Assessment Criteria:

#### Criterion A: Comprehending Spoken and Visual Text

Students interpret and construct meaning from spoken and visual texts to understand how images presented with oral text interplay to convey ideas, values and attitudes.

#### Criterion B: Comprehending Written and Visual Text

Students construct meaning and interpret written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes.

#### Criterion C: Communicating in Response to Spoken and/or Written and/or Visual Text

Students develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.

#### Criterion D: Using Language in Spoken and/or Written Form

Students recognize and use language suitable to the audience and purpose (for example: home, classroom, formal and informal, social, academic contexts). Students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques.

### Courses Offered:

(based on teacher recommendation)

- French Phase 1-2
- French Phase 2-3
- French Phase 4
  
- Spanish Phase 1-2
- Spanish Phase 2-3
- Spanish Phase 4

### Related Links:

- [Overview of Language Acquisition \(Language B\) in the MYP](#)
- [Link to MYP Subject Brief](#)

### Overview:

The MYP individuals and societies subject group incorporates disciplines traditionally studied under humanities and social sciences. This subject group encourages learners to respect and understand the world around them, and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

### Assessment Criteria:

#### Criterion A: Knowing and Understanding

Students develop factual and conceptual knowledge about individuals and societies.

#### Criterion B: Investigating

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others.

#### Criterion C: Communicating

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats.

#### Criterion D: Thinking Critically

Students use critical-thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.

### Courses Offered:

- Humanities 9
- Humanities 10

### Related Links:

- [Overview of Individuals and Societies in the MYP](#)
- [Link to MYP Subject Brief](#)

### Overview:

The MYP science curriculum explores the connections between science and everyday life. As they investigate real examples of science applications, students discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

### Assessment Criteria:

#### Criterion A: Knowing and Understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.

#### Criterion B: Inquiring and Designing

Students develop intellectual and practical skills through designing, analysing and performing scientific investigations.

#### Criterion C: Processing and Evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached.

#### Criterion D: Reflecting on the Impacts of Science

Students evaluate the implications of scientific developments and their applications to a specific problem or issue. Varied scientific language is applied to demonstrate understanding. Students should become aware of the importance of documenting the work of others when communicating in science.

### Courses Offered:

- Grade 9 Science
- Grade 10 Physics
- Grade 10 Biology
- Grade 10 Chemistry

### Related Links:

- [Overview of Science in the MYP](#)
- [Link to MYP Subject Brief](#)

### Overview:

Mathematics in the MYP is tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. Students should see authentic examples of how mathematics is useful and relevant to their lives and be encouraged to apply it to new situations.

### Assessment Criteria:

#### Criterion A: Knowing and Understanding

Students select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts, demonstrating knowledge and understanding of the framework's branches (number, algebra, geometry and trigonometry, statistics and probability).

#### Criterion B: Investigating Patterns

Students work through investigations to become risk-takers, inquirers and critical thinkers.

#### Criterion C: Communicating

Students use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.

#### Criterion D: Applying Mathematics in Real-Life Contexts

Students transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.

### Courses Offered:

(based on teacher recommendation)

- Grade 9 Math
- Grade 9 Math Extended
- Grade 10 Math
- Grade 10 Math Extended

### Related Links:

- [Overview of Math in the MYP](#)
- [Link to MYP Subject Brief](#)

## Group 6: Electives / Arts / Design

### Overview:

#### Arts

MYP arts encourages students to become learners of the arts. By developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem-solvers. Students create, perform and present arts in ways that engage and convey feelings, experiences and ideas. Through this practice, students acquire new skills and master those developed in prior learning

#### Design

MYP design encourages students to apply practical and creative-thinking skills to solve design problems; to explore the role of design in historical and contemporary contexts; to raise students' awareness of their responsibilities when making design decisions and taking action.

Arts Criteria	Design Criteria
<p><u>Criterion A: Knowing and Understanding</u> Students discover the aesthetics of art forms and are able to analyse and communicate using specialized language. Students inform their work and artistic perspective using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context.</p> <p><u>Criterion B: Developing Skills</u> Students develop their artistic ideas to a point of realization by applying their skills. Students make final commitments to their artwork by presenting it to audiences.</p> <p><u>Criterion C: Thinking Creatively</u> Students develop curiosity, and purposefully explore and challenge boundaries. Students explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. They discover their personal signature and realize their artistic identity.</p> <p><u>Criterion D: Responding</u> Students respond to their world, to their own art and to the art of others. Students must make connections and transfer learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives / world.</p>	<p><u>Criterion A: Inquiring and Analysing</u> Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.</p> <p><u>Criterion B: Developing Ideas</u> Students write a detailed specification, which drives the development of a solution. They present the solution.</p> <p><u>Criterion C: Creating the Solution</u> Students plan the creation of the chosen solution, then follow the plan to create a prototype sufficient for testing and evaluation.</p> <p><u>Criterion D: Evaluating</u> Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.</p>

### Courses Offered:

<ul style="list-style-type: none"> <li>● Design 9 (Semester) *Required</li> <li>● Design 10 (Semester)</li> <li>● Grade 9/10 Drama (Semester)</li> <li>● Grade 9/10 Film Art (Semester)</li> <li>● Grade 9/10 Sculpture &amp; Printmaking (Semester)</li> </ul>	<ul style="list-style-type: none"> <li>● Grade 9/10 Drawing &amp; Painting (Semester)</li> <li>● Grade 9/10 Ghanaian Studies (Semester)</li> <li>● Design and Publishing (Yearbook) 9/10 (Year Long)</li> <li>● Band 9/10 (Year Long)</li> <li>● <a href="#">Global Online Academy (Online/ Semester)</a></li> </ul>
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### Related Links:

- [Overview of Arts in the MYP](#)
- [Overview of Design in the MYP](#)





## Group 7: Physical and Health Education

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### **Overview:**

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

### **Assessment Criteria:**

#### Criterion A: Knowing and Understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

#### Criterion B: Planning for Performance

Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education.

#### Criterion C: Applying and Performing

Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.

#### Criterion D: Reflecting and Improving Performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others

### **Courses Offered:**

- Grade 9 PE / Health
- Grade 10 PE / Health

### **Related Links:**

- [Overview of PE and Health in the MYP](#)
- [Link to MYP Subject Brief](#)



## Grade 9-11 Course Offerings Worksheet

Groups	Grade 9 & 10	Course Description	Course Chosen
<b>Group 1</b> Language and Literature	<ul style="list-style-type: none"> <li>• English 9</li> <li>• English 10</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Overview of Language and Literature in the MYP</a></li> <li>• <a href="#">Link to MYP Subject Brief</a></li> </ul>	
<b>Group 2</b> Language Acquisition	<p><b>Language B course selections will be based on current teacher recommendations.</b></p> <ul style="list-style-type: none"> <li>• French Phase 1-2</li> <li>• French Phase 2-3</li> <li>• French Phase 4</li> <li>• Spanish Phase 1-2</li> <li>• Spanish Phase 2-3</li> <li>• Spanish Phase 4</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Overview of Language Acquisition (Language B) in the MYP</a></li> <li>• <a href="#">Link to MYP Subject Brief</a></li> </ul>	
<b>Group 3</b> Individuals and Societies	<ul style="list-style-type: none"> <li>• Humanities 9</li> <li>• Humanities 10</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Overview of Individuals and Societies in the MYP</a></li> <li>• <a href="#">Link to MYP Subject Brief</a></li> </ul>	
<b>Group 4</b> Science	<ul style="list-style-type: none"> <li>• Grade 9 Science</li> <li>• Grade 10 Physics</li> <li>• Grade 10 Biology</li> <li>• Grade 10 Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Overview of Science in the MYP</a></li> <li>• <a href="#">Link to MYP Subject Brief</a></li> </ul>	
<b>Group 5</b> Math	<p><b>Math course selections will be based on teacher recommendations.</b></p> <ul style="list-style-type: none"> <li>• Grade 9 Math</li> <li>• Grade 9 Math Extended</li> <li>• Grade 10 Math</li> <li>• Grade 10 Math Extended</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Overview of Math in the MYP</a></li> <li>• <a href="#">Link to MYP Subject Brief</a></li> </ul>	
<b>Group 6</b> Electives, Arts & Design	<ul style="list-style-type: none"> <li>• Design 9 (Semester) *Required</li> <li>• Design 10 (Semester)</li> <li>• Grade 9/10 Drama (Semester)</li> <li>• Grade 9/10 Film Art (Semester)</li> <li>• Grade 9/10 Sculpture &amp; Printmaking (Semester)</li> <li>• Grade 9/10 Drawing &amp; Painting (Semester)</li> <li>• Grade 9/10 Ghanaian Studies (Semester)</li> <li>• Design and Publishing (Yearbook) 9/10 (Year Long)</li> <li>• Band 9/10 (Year Long)</li> <li>• <a href="#">Global Online Academy (Online/ Semester)</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Overview of Arts in the MYP</a></li> <li>• <a href="#">Overview of Design in the MYP</a></li> <li>• Link to MYP Subject Brief               <ul style="list-style-type: none"> <li>○ <a href="#">Arts</a></li> <li>○ <a href="#">Design</a></li> </ul> </li> </ul>	
<b>Group 7</b> Physical and Health Education	<ul style="list-style-type: none"> <li>• Grade 9 PE / Health</li> <li>• Grade 10 PE / Health</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Overview of PE and Health in the MYP</a></li> <li>• <a href="#">Link to MYP Subject Brief</a></li> </ul>	